

Creating Integrated Career Development Programs

February 18, 2015



Warm-up



What's one thing you know about **yourself** now that you didn't know in college?



What's one thing you know about **careers** now that you didn't know when you started out?

Agenda

- **Introduction – Why This Topic**
- **Participant Training**
 - **Aspects of Career Development**
 - Career growth framework
 - Identifying personal values; working with values
 - Competency gap analysis
 - **Creating Robust Development Plans**
 - Principles of goal setting
 - Drafting development goals
 - **Managing the Development Planning Process**
 - Understanding the role of the coach / advisor
 - Managing the relationship

Agenda

- **Advisor Training**
 - **Why coaching? Coaching defined**
 - **Coaching skills development**
 - Core Coaching Skill #1: Powerful Questions
 - 5 Questions Exercise
 - Improving questions
 - Core Coaching Skill #2: Engaged Listening
 - Integrating listening into coaching
 - Core Coaching Skill #3: Structuring the Conversation
 - GROW model
 - **Defining the coaching relationship**
 - **Learning by Doing**

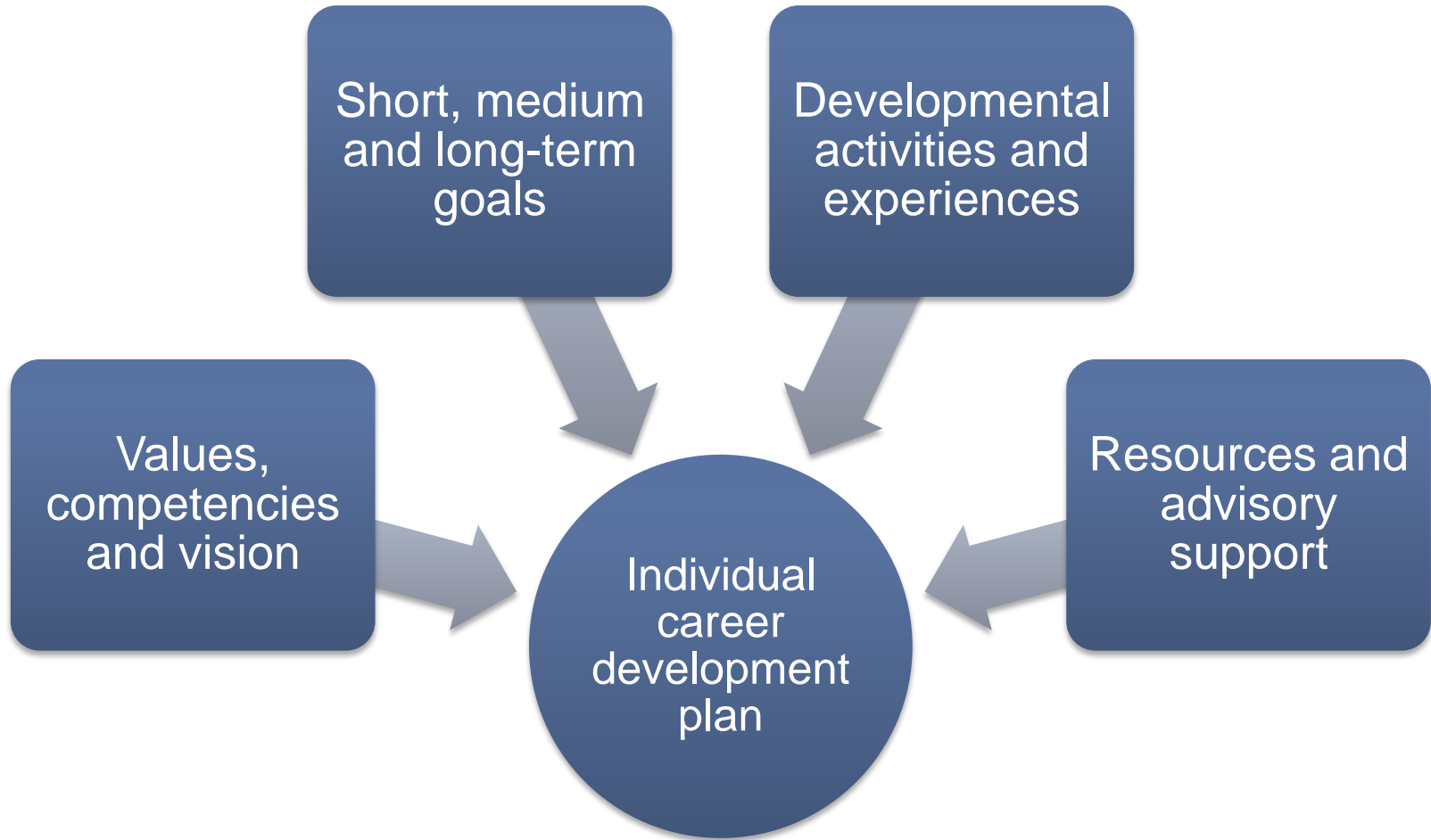
Operating Principles

Career Planning – What and How



The Goal

Plan Preview



Balance Planning with an Experimental Mindset

“ We learn who we are—in practice, not theory—by testing reality, not by looking inside. We discover the true possibilities by doing—trying out new activities, reaching out to new groups, finding new role models, and reworking our story as we tell it to those around us. ”

– **Herminia Ibarra,**
Author, *Working Identity*

Managing Your Career: Key Factors

VALUES

What am I like?
What do I like?

VISION

What do I want to
create for myself?

COMPETENCIES

What do I bring to
the table?

RELATIONSHIPS

Whom can I learn from?
Who is on my team?

Fulfillment Starts with Values

- Values are the qualities that you want in your life
 - What makes you thrive
 - The things that make you **you**
 - What you want – not what you should want
- Values are expressed in and outside of the job
- Values-based fulfillment involves
 - Identifying your values
 - Evaluating the extent to which you are living them
 - Taking specific steps to express them more in your life
- ***Fulfillment*** tends to be a better measure of satisfaction than ***balance***

Same Activity, Different People, Different Values

- The values represented by **working at a foundation**
 - Advocacy, helping needy people, improving the world
 - Intellectual challenge, rigor
 - Prestige, affiliation, being “somebody”
 - Working with people with similar values, being part of a team
 - Building expertise, building reputation
- The values represented by **coming to this program**
 - Learning, discovering new ideas
 - Building relationships, meeting people, connecting
 - Longer-term professional advancement, getting ahead
 - Getting out of my cubicle, mixing things up
 - Being dutiful and easy to deal with, being part of the team

Values – A Few Examples . . .



One Way of Uncovering Values – Peak Experiences

- Who are you when you're at your best?
- Peak experiences – periods of total engagement – usually reflect values that are important to us
- **A few examples . . .**
 - Training for a triathlon
 - Publishing an article
 - Testifying before Congress
 - Planting a garden
 - Learning a foreign language
 - Repairing a motorcycle
 - Planning a kid's birthday party
 - Caring for an old person
 - Writing a book
 - Putting on a show

Values – Peak Experience Exercise

- Think of a peak experience in your life
 - Can be a moment in time or period of time
 - Can be **any** time in your life
 - Work, school or life
- Describe your peak experience
 - Where were you?
 - What were you doing?
 - Who were you with?
 - Include any details that made that time so special
- As you hear the experience, listen for underlying values
 - ***“Based on what I’m hearing, what might be important to this person?”***

Peak Experience Debrief

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Growth usually requires new competencies

- Competencies are **skills, knowledge and traits**
 - **Skill**: policy analysis; writing; accounting
 - **Knowledge**: corporate governance; how foundations work
 - **Traits**: calm under pressure; responsible; fun at parties
- The value you are actually providing in a job
- The competencies required for most careers typically change over time
 - Junior vs. mid-level vs. senior
 - Vary by type of organization, function and area
 - Can be innate or acquired through sustained effort
- *“What got you here won’t get you there”* – Marshall Goldsmith

Competencies – Examples

“Hard” Skills

- Specific domain expertise
- Policy analysis
- Strategy
- Writing and editing
- Statistical methods
- Software development
- Legal analysis

“Soft” Skills

- Influencing
- Feedback
- Coaching
- Networking / relationship building
- Emotional intelligence
- Keeping people accountable
- Conflict resolution

Exercise: Competency Gap Analysis



What are some **competencies you have now** that are relevant to your career goals?



What are some **competencies you need to develop** in order to progress in your career?

**Consider both hard and soft skills
(but don't get wrapped up in the difference)**

Creating Robust Development Plans

Why Set Goals?

Research shows that people who set goals achieve more than people who don't set goals, even if the goals are not achieved



Getting Started – Development Plan Template

- Jot down your notes about your values, competencies and professional vision
- Think about what this would look like in the short-, medium- and long-term
- Come up with at least 1–2 developmental activities; make them as specific as possible
- *This is just the beginning* – the purpose is to have something to kick off a discussion, not to have things finished today
 - There is as much value in seeing where you are not clear as seeing where you are clear

Managing the Relationship – Points to Remember

- Your advisor is a thought partner – not your own personal problem solver.
- Issues don't have to be resolved in one meeting – this is a multi-month-program
- Be aware of different communication styles (e.g. contained vs. expressive)
- You can negotiate the relationship that works for both of you – this may take a bit of time but it's legitimate to discuss it!

Coaching Skills for Advisors

October 28, 2014



The
COMMONWEALTH
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NEXT STEP
PARTNERS™

Icebreaker – How Would You Respond?

- (1) “What can I do to move ahead in my career?”

- (1) “I feel so stressed from work. My personal life is nonexistent. What should I do to have better work/life balance?”

- (2) “I feel like I’m in a rut. Do you think I should go back to graduate school?”

Being a Coach

Coaching vs. Problem Solving – Comparison

Handout packet, pp. 3-4

What Happened?

- What was the difference in the two dialogues?
- What did the “coach” do?
- Where did the individual end up in each approach?
- What were the benefits of each approach?

Coaching Defined

An inquiry-based
approach to personal and
professional development
that creates awareness,
generates action, and
facilitates learning and
achievement of results

Why Coaching? You Help Develop People in Multiple Ways



Why Coaching? Coaching Flows out of Multiple Streams of Leadership and Learning

Adult Learning Theory

Learning doesn't stop at adolescence. Adults learn best through self-directed experiences, and incorporating insight with practical application.

Positive Psychology

The study of human functioning/happiness (as opposed to human dysfunction); focusing on building strengths is more powerful than focusing on correcting problems

Neuroscience

Adults can learn and the brain is more plastic later into life than was previously understood; best way to change is through creating new habits, which in turn creates new neural pathways

Adaptive vs. Technical Learning

Success requires more than just adding new skills and acquiring "known" answers (technical learning); it increasingly requires new perspectives, multidimensional thinking, and creation of new answers (adaptive learning)

Live Coaching Example

What Happens during a Coaching Session?

- Coaching discussions involve:
 - **Exploring** context
 - **Uncovering** assumptions
 - **Identifying** contributing factors
 - **Brainstorming** options
 - **Working through** problems
 - **Testing** new behaviors
 - **Deciding** on next steps
- The coach also helps to drive toward accountability, **keeping the coachee on track**

Preparation for Trying it On: Choose a Coachable Issue for Yourself

Review your coaching opportunities sheet . . .

- **A decision I'm trying to make is**
- **A career question I have now is ...**
- **An issue on which I'd like to get clearer...**
- **A place that I am stuck is...**
- **Something I have wanted to do but haven't started...**
- **Something I've been trying to figure out is ...**

And identify two potential topics

Three Core Skills

Powerful Questions

Engaged Listening

**Structuring the Coaching
Dialogue**

Skill #1: Powerful Questions

Coaching Technique: Powerful Questions

- **Open-ended questions**
 - **What** – What about that is important to you?
 - **How** – How have you approached this in the past?
 - **Where** – Where do you want to start?
 - **When** – When do you get most frustrated / excited by your work?
- **“Say more about that...” or “Tell me about...” can also be effective**
- **Avoid “why” questions**
 - Imply a right and wrong answer and can make listeners defensive
 - Nearly all “why” questions can be rephrased as “what”

Coaching Technique: Powerful Questions

- **Closed-ended questions – in general avoid**
 - “Did you?” “Have you?” “Could you?” “Do you?” “Are you?” etc.
 - Typically yes/no answers
 - Limit inquiry, can make people defensive, and often sidetrack the conversation into your agenda, not theirs
 - In most cases you are testing whether hypothesis is correct rather than being curious about how the other person is thinking
- Can be used sparingly – best used for:
 - Clarifying
 - Making a request
 - Checking for commitment
 - Uncovering specific information

Five Questions Exercise

- **With a partner**
 - **Person A** – present the coachable issue
 - **Person B** – ask five **open-ended** questions in a row (before making other comments or giving advice). After that, continue the conversation.
- **Switch**
 - **Person B** – present the coachable issue
 - **Person A** – ask **five open-ended** questions in a row (before making other comments or giving advice). After that, continue the conversation.

Debrief

The Best Approach Depends on the Situation



Better for “adaptive”
challenges

Better for “technical”
challenges

Change and Growth Don't Have to be Dramatic

VALUES

What are some small steps I can take to live my values?

VISION

What's a simple but exciting vision for my future?

COMPETENCIES

What are some simple things I can do to develop my skills – or use the ones I already have?

RELATIONSHIPS

How can I spend a little bit more time with people I like and respect?

Questions Can Be Powerful and Artful – and Still Simple

Broad exploration

Drilling down to specifics

Prioritizing

Emotive

Hypothetical

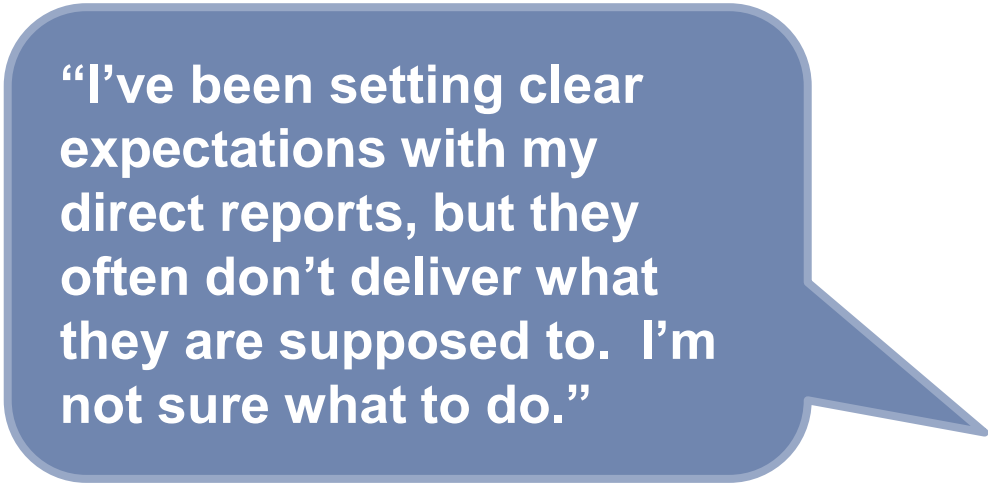
Options and Alternatives

Costs and Consequences

Clarifying

Developing Questions

- Mya, a relatively new manager, comes to you and says:



“I’ve been setting clear expectations with my direct reports, but they often don’t deliver what they are supposed to. I’m not sure what to do.”

- Come up with questions in the categories in the handout on **pp. 5-6** that you could ask Mya to coach her through this issue

Improving Questions

- Turning closed-ended questions into open-ended questions
- Turning leading questions into neutral questions
- Turning convoluted thought streams into simple, powerful questions

Handouts, pp. 7-9

Skill #2: Engaged Listening

Core Coaching Skill #2: *Engaged Listening*

- Find a partner
 - Person A – talk about a book or movie you love
 - Person B – visibly NOT listen to person A
- Switch
 - Person B – talk about a book or movie you love
 - Person A – visibly NOT listen to person B

Core Coaching Skill #2: *Engaged Listening*

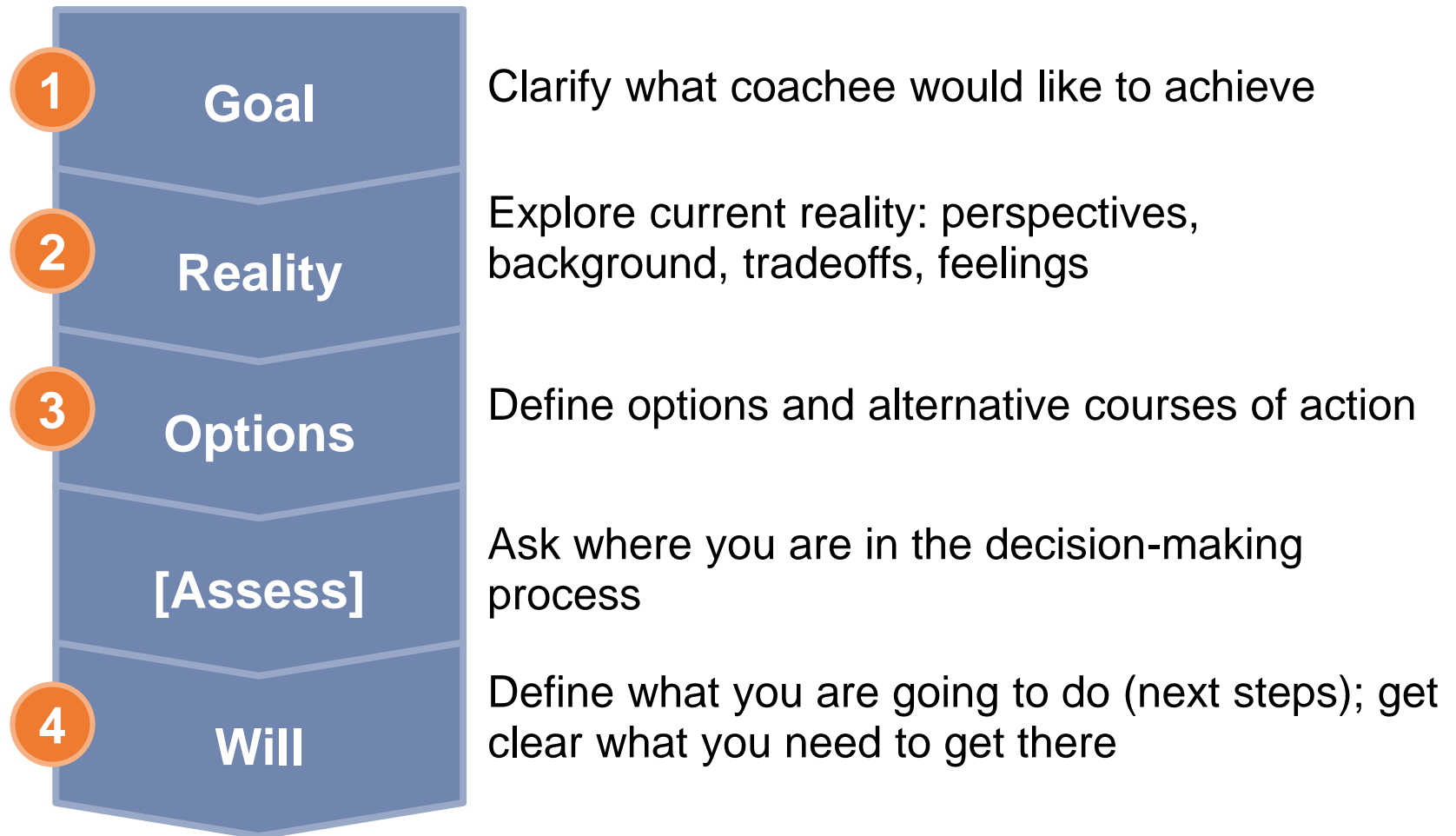
What does engaged listening look like in practice?

- Focus on the person
- Maintain eye contact/positive facial expression
- Reflect back/mirror what you hear
- Paraphrase – rephrase in your own words
- Empathize – put yourself in their shoes
- Summarize and test understanding – play back key points
- **Notice energy** – tone of voice, body language, what they aren't saying. Nervous? Excited? Angry? Bored? What is really going on?

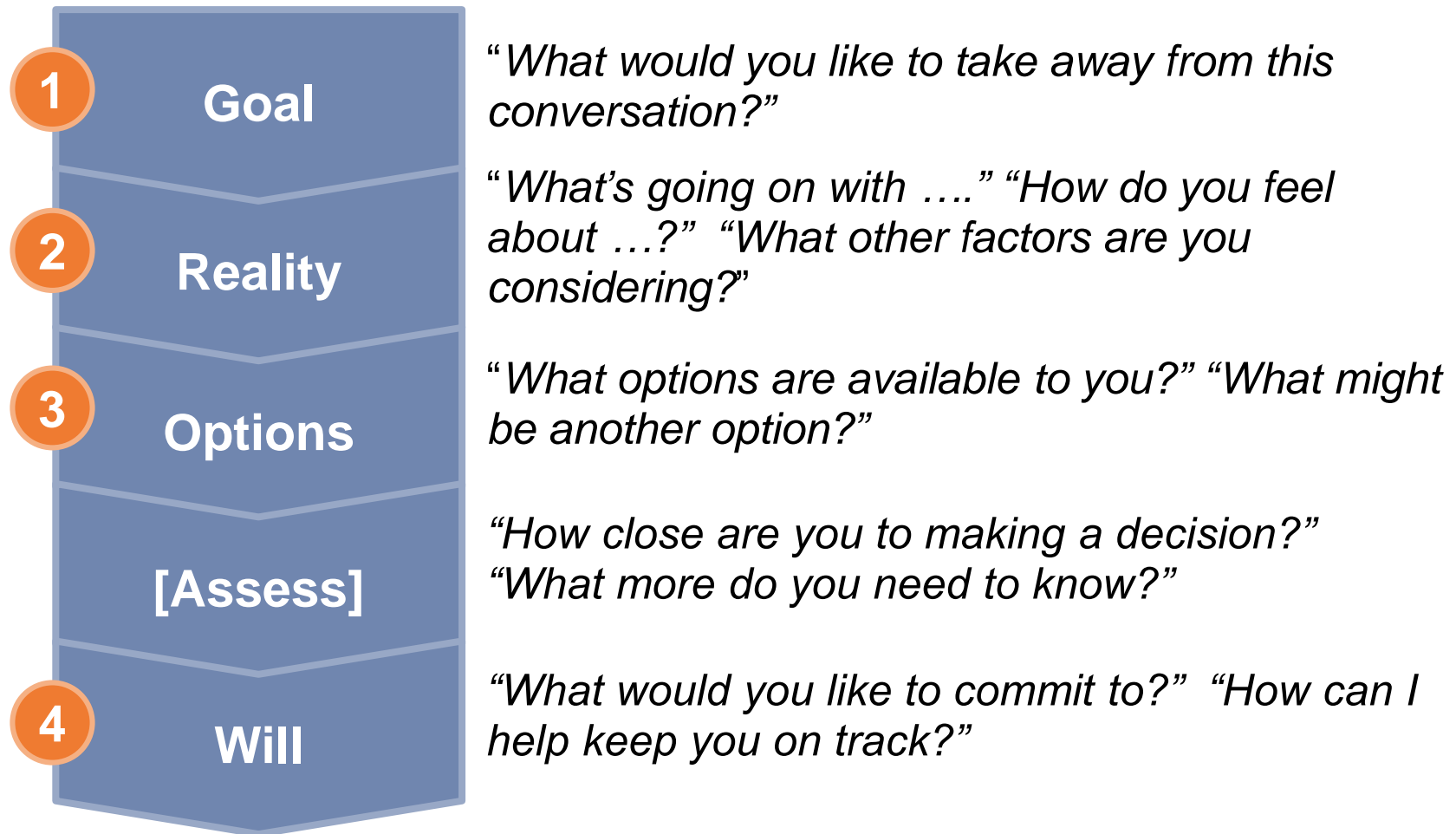
Handouts, pp. 10-11

Skill #3: Structuring the Coaching Dialogue

Structure of a Coaching Conversation – GROW Model



Questions for Each Stage of the Conversation



Why Coaching? Core Skills Have Broad Benefits

- Develop direct reports
- Elicit peak performance
- Provide thought partnership to colleagues
- Improve your skill in upward management
- Facilitate interactions with other teams and parties (build relationships, surface needs, develop buy-in)
- Helpful in external relationships

Closing and Takeaway

- What's one takeaway you have from today?
- What's one situation where you plan to use coaching?

Thank you

